DOCUMENT RESUME

ED 063 045 PS 005 681

AUTHOR	Mazyck, Aurelia; And Others
TITLE	Hidden Treasure; Parents Search for Quality in Programs for Infants and Toddlers.
INSTITUTION	North Carolina Univ., Greensboro.
SPONS AGENCY	Appalachian Regional Commission, Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.
REPORT NO	Demo-Proj-D-256
NOTE	33p.
AVAILABLE FROM	Infant Care Project, Institute for Child and Family Development, Univ. of North Carolina, Greensboro, N.C. 27412 (Script plus set of 100 color slides, $50.00; Script only, $3.00. Payable to Infant Care Project, UNC-G)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Child Care Centers; *Day Care Programs; Environmental Influences; Health Services; *Infants; Language Development; Nursery Schools; *Parent Participation; Physical Development; *Preschool Children; Skill Development; Staff Utilization
IDENTIFIERS	*Project Infant Care

ABSTRACT

The things that one can see in a child care program that identify it as a good program for babies and their families are described. The two main questions that are answered are: What is quality in an arrangement for infant care? and How is a parent to recognize it when it is found. The topics discussed are: (1) Involvement with Parents, Home, and Family; (2) Easing Separation from Home and Family; (3) Attention to Health, Safety, Physical Well-being; (4) Workable Plans for Times of Illness; (5) Adults with Continuing Contact with a Small Number of Babies; (6) Importance of Playtime; (7) Importance of Talking; (8) Richness in the Surroundings, Variety, New Experiences; (9) Freedom to Explore and to Use New Skills; (10) Time Alone for "Moments of Peace"; (11) Limits and Some Frustrations and Help in Coping with Them; (12) Order and Consistency, Color and Action, Encouragement and Praise; and (13) Respect for Individuality. A brief bibliography listing additional material about infant-toddler care is provided. (DB)

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HIDDEN TREASURE

PARENTS SEARCH FOR QUALITY IN PROGRAMS FOR INFANTS AND TODDLERS

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Children's Bureau, Department of Health, Education, & Welfare
and
The Appalachian Regional Commission

PS 005681

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ISSUES IN INFANT-TODDLER CARE

Mothers who must seek gainful employment (or who must go to school, or who feel they need help with the burdens of child care) are likely to select too casually the facilities where they will leave their babies for the day. Professionals in the field of child care are inclined to urge that no baby under the age of two be taken outside his own home for all-day care and especially not into a group with other children.

Somewhere between these two approaches to the care of very young children lie the essential issues that permeate the field of infant-toddler care. Between unplanned, nonchalant arrangements for child care and anxious warnings of detriment and danger there is much to be examined.

The stance of the professional derives in large measure from acceptance of the point of view of a report published by the World Health Organization in the early 1950's. It might be fair to state that no report in recent years has had a more incisive effect on psychiatric theory, on social work practice, on child-caring institutions, and on legislation than has the classic monograph prepared by Dr. John Bowlby, Maternal Care and Mental Health. Dr. Bowlby summarized the results of a variety of studies carried

out in many parts of the world and drew the conclusion that what a baby needs most is a mother's care. His report startled and frightened many as he described irreversible damage to the psychic development of children reared without a mother's love and concern.

In the years since that report appeared, a second look has been taken at these conclusions. Ten years after publication of the Bowlby monograph, the World Health Organization published a second report, Maternal Deprivation -- A Reassessment of its Effects. The literature of child development research theory began to analyze the essential characteristics of a proper environment for infant development. The moot question then became: can these essentials be provided outside the infant's home during the daytime by a person other than his own mother?

All mothers want the best for their babies and would not knowingly choose the second rate in preference to first quality. But what is quality in an arrangement for infant care? And how is a parent to recognize it when it is found?

This little booklet is about how to identify the things one can see in a child care program that mean it is a good program for babies and their families. It tries to answer the two questions raised here:

What is quality in an arrangement for infant care?

How is a parent to recognize it when it is found?

This booklet summarizes material from a number of publications dealing with daytime care of infants and toddlers and reflects, as well, experience gained in the University of North Carolina Infant Care Project, begun in 1967.

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NOTE: A SET OF 100 COLOR SLIDES IS AVAILABLE ILLUSTRATING THESE PRINCIPLES OF QUALITY CARE FOR INFANTS AND TODDLERS

For how to obtain, see back cover.

IT LOOKS SOMETHING LIKE THIS . . .

- *the staff (caregiver, director, nurse, teacher) welcome and enjoy contact with the families of the babies; they take time in the morning or at the end of the day to chat with parents, to share with them highlights of the baby's day, seeming to sense how important to that family is their baby ...*

- *the staff consult the parents about proposed changes in routine, about how this will affect home schedules ...*

- *parents' preferences are taken into account when decisions are made ...*

- *staff are as ready to <u>ask</u> questions as to <u>answer</u> them, seem to seek parental advice and suggestions ...*

- *parents are made to feel welcome, not like interlopers who are obstructing the program ...*

- *parents and staff freely share both the fun and the worry that surround the baby's growing up ...*

- *trust and liking grow between staff and parents ...*

AND IF THIS ESSENTIAL IS DISTORTED OR IGNORED . . .

- *"If it weren't for the parents we could do something with that child."*

- *"We train our staff to be a good substitute for the mother."*

- *"If mothers and fathers would only listen, they could learn from us what's best."*

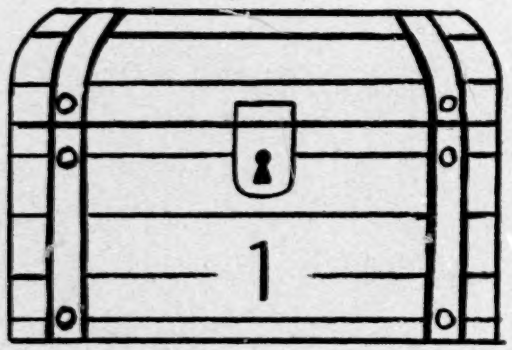
- *"It doesn't work to have parents visit --- the child is always upset and acts 'different'."*

- *"Visitors are not allowed as we find this disturbs the children."*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A PROGRAM THAT EXPECTS

A HIGH DEGREE OF INVOLVEMENT

WITH THE BABY"S PARENTS AND

HOME AND FAMILY, THAT SEES

ITSELF AS A SUPPLEMENT TO

PARENTAL CARE

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Slide #3 Amiss and his father arrive in the morning	Parents who themselves provide transportation to the Center have the chance twice a day to meet and talk with the staff; the babies are the direct beneficiaries of these opportunities for informal friendly contact.
Slide #4 The nurse talks with Amiss's father	The nurse (or caregiver or director) uses these moments to get better acquainted with the child's family and to learn about his home experiences.
Slide #5 A visit to Beth's home and family	Staff visits to the toddler's home help build bridges of understanding, friendliness, liking, and trust.
Slide #6 Lillian's mother calls for her at end of day	Reunion at day's end is a joyous moment for baby <u>and</u> mother.
Slide #7 The director talks with Lillian's mother	Taking a few moments to share with the baby's mother highlights of Lillian's day at the Center helps to cement relationships with the family.

IT MAY LOOK LIKE THIS . . .

- *the caregiving staff question the mother and father about how the baby likes to be held for feeding and which foods are favored, about what position he prefers for dropping off to sleep, about whether he likes or resists cuddling and whether he enjoys play on the floor or prefers to be propped in a seat or swing or bounce chair ...*

- *favorite comfort toys, favorite blankets, may be brought from home and kept in the child's crib or cubbie, available for comfort at stressful moments of the day ...*

- *the staff do not minimize the difficulties of separation, recognizing that on many occasions and for a variety of reasons it is not easy for either the mother <u>OR</u> the child to part ...*

AND IF THIS EFFORT IS <u>NOT</u> REGARDED AS WORTHWHILE . . .

- *"Our rule is: drop your child at the door and leave at once. Our staff know how to deal with a crying child."*

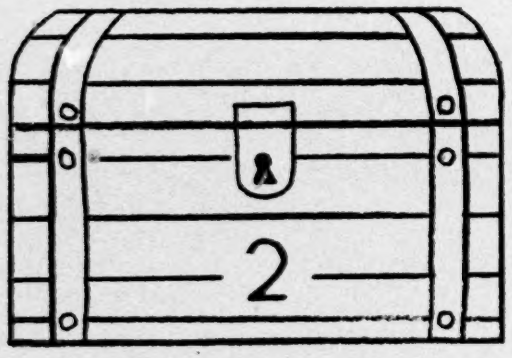
- *"He'll fit into our routine in no time --- every child here does."*

- *"<u>Now</u>, when she's starting to Nursery, is a good time to break the habit of that old ragged security blanket."*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A PROGRAM THAT TRIES TO

EASE THE CHILD'S SEPARATION

FROM HOME AND PARENTS BY

BUILDING SOME FAMILIAR

BRIDGES BETWEEN THE HOME

AND THE OUT-OF-HOME

FACILITY FOR DAILY CARE

Slide #9 Missie's mother says goodbye at the door of the Center	On occasion, and for reasons that are often not too clear to anyone, a mother and child may find it difficult to part in the morning.
Slide #10 Lisa, her comfort toy, and her caregiver's lap	"Happiness is a warm lap" -- and time to savor your most favorite toy brought from home.
Slide #11 Regina on her caregiver's lap	This caregiver has learned to hold and comfort Regina in the same way the child's own mother holds and comforts her.

IT APPEARS THAT THOUGHTS ABOUT GOOD HEALTH AND SAFETY PERMEATE THE PLACE . . .

- *in nutritious meals and balanced snacks; in provision made for restful sleep and for outdoor play ...*
- *in attention to diapering and to clean, dry clothing and cribs; in a regular routine for toy washing ...*
- *in the cleanliness of the rooms and in attention to room temperature and humidity; in meticulous attention to handwashing by all caregivers ...*
- *babies held for bottle feeding; babies do not stay in cribs or playpens all day but are moved about and changed to new positions before they become tired and irritable ...*
- *safety an unobtrusive but ever-present concern: high chairs that lock and are well-balanced; crib rails locked at all times with safety extensions where needed; seat belts fastened in strollers; electric outlets capped; babies never left alone in a room even when sleeping ...*
- *a written, agreed-upon plan for handling emergencies --- fire, accident, sudden illness of child or adult ...*

AND IF THIS ESSENTIAL IS LACKING OR DISTORTED, ONE MAY FIND . . .

- *a program that says: "All that is important is to keep them clean and dry and feed them on schedule; that's all any baby needs."*
- *assembly-line routine care with all babies fed on the same schedule (so bottles must be propped), all babies put to bed on schedule, all babies diapered in tandem ...*
- *too many babies to be cared for so that there is never enough help for them to be taken outdoors for walks or to play in the fresh air and sunshine ...*
- *there is a too-casual attitude about safety: "Fussiness over safety makes children anxious and neurotic ..."*

IN THE SEARCH FOR

QUALITY

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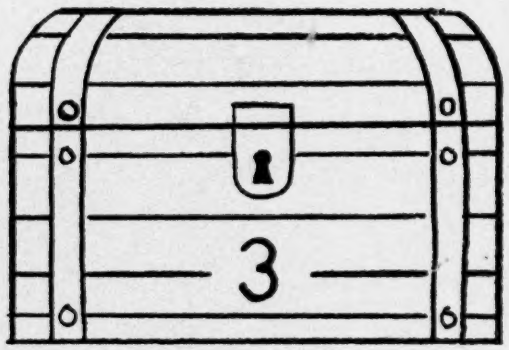

A PROGRAM THAT GIVES

ATTENTION TO HEALTH AND

SAFETY, THAT SAYS PHYSICAL

WELL-BEING IS IMPORTANT

ALL THROUGH THE DAY

10

Slide #13 Martie is held for bottle feeding	Being held for bottle feeding makes Martie feel safe and warm and cherished.
Slide #14 Felicia is fed with a spoon	First experiences with solid food on a spoon require a patient, skillful caregiver who has plenty of time for Felicia.
Slide #15 Lillian sleeps in her own crib	Lillian has her own crib in a secluded corner to encourage restful daytime naps.
Slide #16 Spencer needs a crib rail for safety	Jolly, always lively, one-year-old Spencer needs a safety rail on his crib to prevent accidents.
Slide #17 Lisa, April and their caregiver go for a walk	Two toddlers and their caregiver start out for a short walk even though the December day threatens rain.
Slide #18 Carol in the sunshine	Sandbox play in the sunshine means a good appetite for lunch.
Slide #19 Caryn and Magina on the climbing sculpture	Time to play outdoors on this intriguing cedar-wood sculpture provides challenge for these little one-year-old girls.
Slide #20 Amiss is safely locked into his high chair	Amiss's caregiver locks him safely into his high chair at morning snacktime.
Slide #21 Amiss relishes his snack of toast and applesauce	He can manage the toast but needs help with the applesauce to make the whole experience satisfying and fun.

AND IT WORKS LIKE THIS . . .

- *some facility for care of children with minor illnesses and a staff interested in an ill child's rapid progress toward a more healthy state ...*

- *attractive space (a 'sick bay') for the sick child, with provision for a familiar adult to remain with him while he is under observation ...*

- *when possible, arrangements for the child to stay in his own crib in a quiet part of his own room with his own caregiver ...*

- *special washable toys for quiet play for the child in sick bay or isolated in his crib; vaporizers, crib tents, devices for screening off cribs within the larger room ...*

- *carefully agreed-upon regulations based on understandings with parents and physicians regarding administering medication ...*

- *clearly defined authority for the person on the staff who is responsible for decisions about whether an ill child may be cared for in the facility ...*

- *a plan for notifying the parent when the child becomes ill during the day and it seems the wise course to consult a physician; (the parent can then contact the clinic or private physician and arrange to leave work a bit early in order to arrive at clinic or doctor's office well before closing time) ...*

AND IF THIS ESSENTIAL IS OVERLOOKED . . .

- *a rule is established: "No Child May be Brought Who is Suspected of Having Any Infectious Disease"; the mother believes she must be at work, so she denies the child's below-par status and brings him in spite of the regulations -- hoping no one will 'notice' until after she has left ...*

- *the Center telephones the mother without consideration for the importance of her work, orders her to pick up her child immediately as there are no facilities for caring for him when he is sick ...*

IN THE SEARCH FOR

QUALITY

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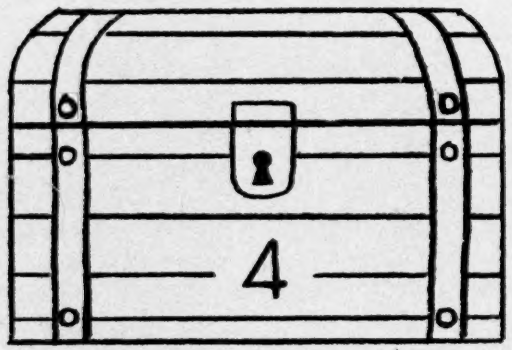


A PROGRAM THAT INCLUDES

A VARIETY OF WORKABLE

PLANS FOR OCCASIONS WHEN

THE BABY BECOMES SICK

12

#23
Eric in crib
tent with
vaporizer

Eric with a mild chest cold is not so ill that he cannot remain in his own crib in the room with his own caregiver; a vaporizer-and-tent arrangement makes his breathing more comfortable while he has his favorite toys and his familiar caregiver close at hand.

#24
Martie in sick
bay with nurse

Martie, who has some fever along with irritability that is unusual for her, is spending the morning in 'sick bay' where she can get extra rest and quiet and remain under the affectionate and watchful eye of the nurse.

SUCH AN ESSENTIAL MAY LOOK LIKE THIS IN ACTION . . .

- *babies and caregivers "in tune" with one another, each having a sense of what the other is like, each looking forward to days spent together, to becoming better and better acquainted ...*

- *the caregiver can de-code each baby's distress signals, each one's expressions of pleasure and satisfaction, of preference for one mode of comfort over another ...*

- *a baby is handled in a manner that is familiar to him or her, is fed, made comfortable, played with, comforted, day after day, in ways that help him or her enjoy people and trust their predictability and benevolence ...*

- *the caregiver has no more babies than she can comfortably and unhurriedly attend to, seems able to give each the share of her time and attention that he seems to need ...*

AND IF THIS PRINCIPLE IS IGNORED OR REGARDED AS OF LITTLE SIGNIFICANCE . . .

- *a procession of strangers care for the baby: perhaps one 'morning person' and then another there when he wakens from nap ...*

- *no one really knows what this baby is like or responds to the special identity of this little person ...*

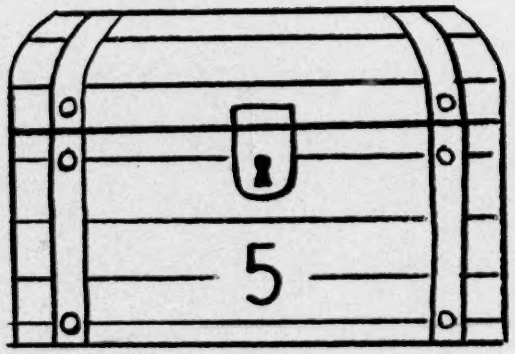
- *the adult may have so many babies to care for that she is harrassed and rushed, distracted with too many routine chores, unable to provide special individual attention suited to each baby ...*

13

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A PROGRAM THAT INVOLVES

A RELATIVELY SMALL NUMBER

OF FAMILIAR ADULTS WHO

HAVE CONTINUING CONTACT

WITH THE BABY AND THAT

INVOLVES ONE ADULT WITH

A RELATIVELY SMALL NUMBER

OF BABIES

14

Slide #26 Magina frets in her crib	Caregivers must know each baby well enough to de-code distress signals: is this baby merely fretful or in real distress?
Slide #27 Magina is comforted	Perhaps she was just bored and wanting a change of scene; the caregiver offers her a comforting shoulder and a few moments of rocking.
Slide #28 Andy at snacktime	Andy relishes milk and crackers under the benevolent and patient attention of his caregiver.
Slide #29 Andy at diapering and dressing time	He wakens from his nap to the same caregiver; they are 'in tune' for they know each other well and affection has grown between them.
Slide #30 Susannah imitates her caregivers' laugh	Ten-month-old Susannah is also 'in tune' with this same caregiver; they delight in a private game of imitation.
Slide #31 Susannah at two is still friends with her first caregiver	A year later: Susannah likes to spend time now and then with that very special friend, her first caregiver.
Slide #32 Susannah and Mrs. Mayo in eye-to-eye contact	Susannah has 'graduated' to an older group but between herself and Mrs. Mayo there is still mutual affection and admiration.
Slide #33 Susannah is grown up enough to "help" with a younger baby	Susannah can share affection and attention with a younger baby, for she has not been cheated of her fair share.

AND IT LOOKS LIKE THIS . . .

- *adult caregivers who know that even the youngest need more than food and naps and diapering, who know that playtime with an adult is also essential to healthy development ...*

- *caregivers important in babies' lives and becoming ever more so as they interact with the babies, introducting them to the games and plays that all adults and children have enjoyed through the years - peek-a-boo, pat-a-cake, ride-a-cock-horse, where's-the-baby's-eyes -- nose -- ears ...*

- *caregivers who enter simply and quietly into children's play --- pat the dolly or teddy bear, pretend to feed the kitty ...*

- *adults who sing lullabies, who clap hands and march or dance to rhythms the babies respond to ...*

AND IF THIS ESSENTIAL IS LACKING . . .

- *the days are lack-lustre with dull routine filling the hours till it's time to go home ...*

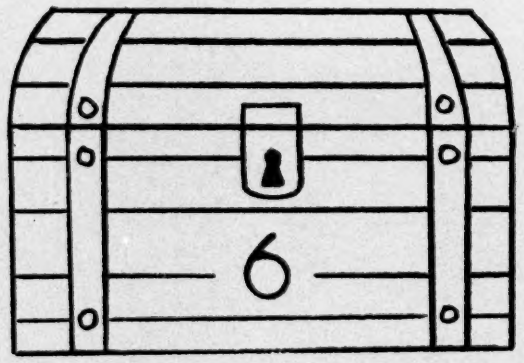
- *babies are thrown upon their own rather meager resources for generating interesting events, without the chance to learn that the world is a place of marvelous richness of people and experiences ...*

- *children rarely experience babyhood and toddlerhood as a time of shared fun ...*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



AN ARRANGEMENT THAT

ASSIGNS IMPORTANCE TO

PLAYTIME AND GIVES HIGH

MARKS TO ADULTS WHO ENJOY

PLAYING WITH BABIES

Slide #35 Susannah and Mrs. Mayo in a game of peek-a-boo	The caregiver who will play peek-a-boo becomes the focus of fascinated attention.
Slide #36 "Peek-a-boo, I see you!"	"I see you!" climaxes this joyous game; and then it must start all over again.
Slide #37 Spencer learns pat-a-cake	"Pat-a-cake, pat-a-cake" -- it takes a lot of concentration to coordinate the proper motions.
Slide #38 Spencer and Mrs. Purgason draw Susannah into the game	And once learned, it's something you can share with others.
Slide #39 Spencer and Mrs. Purgason play "peek"	An active variation of peek-a-boo: "Catch me if you can!"
Slide #40 Jay and Mrs. Purgason ride-a-cock-horse	Ride-a-cock-horse: a strenuous game that wears the adult down long before the toddler has had enough of it.
Slide #41 Jay feeds the kitty in the picture book	A skilled caregiver knows that even a 16-month-old has a lively imagination; she lets Jay feed the kitty with a doll's nursing bottle.
Slide #42 The perennial favorite: ring-around-the roses	Down through the ages, down to the youngest age levels, ring-around-the-roses remains a perennial favorite among action songs.
Slide #43 A ball-game for one-year-olds	This ball game requires only five players, three balls and an adult who suspects that rudimentary team-play is intriguing even to one-year-olds.

AND IT SOUNDS SOMETHING LIKE THIS . . .

- *a room full of "happy talk" --- soft sounds of babies cooing and babbling and chortling ...*
- *adults' voices responding affectionately to the babies' sounds --- cooing, talking in response to the babies' babbling ...*
- *adults' voices calling softly across the room to reassure or quiet a fussy baby ...*
- *adults who use routines -- diapering, dressing, feeding time -- as occasions for verbal interchange, talking about the toy, about the snack, about being thirsty, about clothes and shoes and hairbrushes ...*
- *adults using words to soothe, in addition to cuddling, lifting, and patting ...*
- *grownups singing lullabies, showing picture books, talking ...*

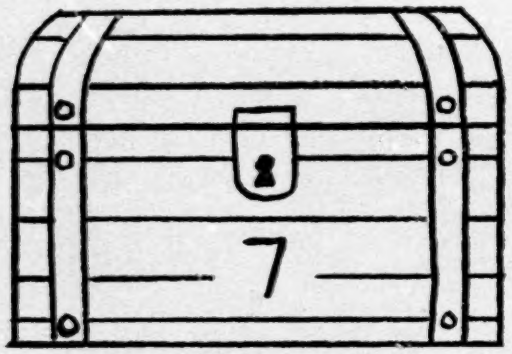
AND IF CAREGIVERS THINK TALK BELONGS SOLELY BETWEEN GROWN-UPS ...

- *"I feel silly talking to a baby."*
- *"I have enough to do to get the chores done without wasting time babbling to babies."*
- *"What's the point of talking to a baby --- until it can understand words?"*
- *"Children learn to talk when they're ready. Just don't waste your breath before then."*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A PROGRAM IN WHICH

A BABY IS TALKED TO AT

FREQUENT INTERVALS AND

WHEN APPROPRIATE

18

Slide #45 The adult speaks to Dara	Dara is less than three months old but she attends to the adult who smiles and speaks to her.
Slide #46 Dara smiles in response to the voice	Her smile and her crow of delight are all the response any adult would wish for.
Slide #47 Carol listens as her caregiver reads the story	Her caregiver's voice is more interesting to Carol even than the pictures in the book; she attends with real concentration.
Slide #48 The adult listens for the toddler's cue	The adult hears David say, "ball," and his effort is rewarded as he holds the ball and hears her voice repeating his word.
Slide #49 The adult's words fascinate Lisa	Lisa finds the adult's speech more intriguing than the picture book.
Slide #50 Cheri says, "Meow"	Cheri, holding a toy kitten and looking at a picture book about kittens, and says "meow" -- an easy word to which she attaches meaning.
Slide #51 The caregiver shares a book and a toy with two toddlers	Eric holds a toy frog; and there is a picture of a frog in the book this caregiver is sharing with both toddlers.
Slide #52 A book stimulates conversation between these toddlers and their caregiver	The older child's speech is even more fascinating to Caryn than the book or the adult's talk about the pictures.

AND IT LOOKS SOMETHING LIKE THIS . . .

- *rooms bright with color, with frequent changes in decorations, and adults who talk to the babies about things in the surroundings ...*
- *frequent changes of position so that babies see the world from more than one vantage point ...*
- *opportunity each day to play on the floor, to watch and play beside other children, to be taken out of doors for walks ...*
- *a variety of simple toys and time and encouragement to touch and handle and 'experience' them ...*
- *simple toys that satisfy the senses --- of sight, smell, touch, hearing, tasting --- that encourage experimentation and physical activity, pretending, talking ...*

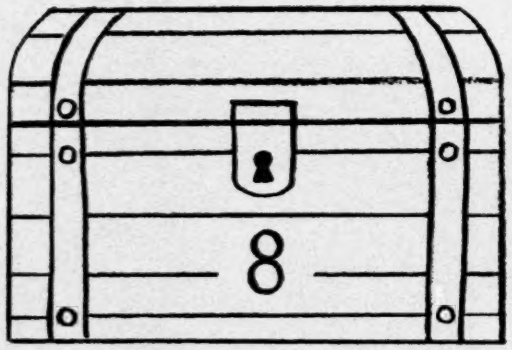
BEWARE IF THIS QUALITY IS MISSING, FOR ONE MAY SEE . . .

- *babies lying supine, awake, staring at the ceiling ...*
- *babies leaning on crib rails, watching passively what goes on around them ...*
- *fussiness, arising out of boredom, discomfort, or frustration ...*
- *a colorless sameness, day after day ...*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A PROGRAM THAT PROVIDES

RICHNESS IN THE

SURROUNDINGS, A VARIETY

OF INTERESTING AND

CHALLENGING THINGS TO DO,

NEW EXPERIENCES AND TIME TO

SAVOR THEM

Slide #54 Felicia and a crib toy	Even if the baby can't sit up yet, there's no need to lie and stare at the ceiling; a crib should contain interesting objects to brighten waking hours.
Slide #55 Susannah reaches for the rose	Even the simplest objects are wonderful to reach when all the world is new.
Slide #56 Eric loves to play beside the mirror	Eric is just beginning to creep and now he can reach that other baby who is always ready to smile at him.
Slide #57 Jay exploits the pots and pans in the kitchen	The toddler wants to touch and handle and bang; what better focus for all this energy than pots and pans from the kitchen cupboard.
Slide #58 A coffee can is David's current favorite	The imaginary contents of a coffee can may be stirred with a stick to the total satisfaction of the toddler.
Slide #59 What interesting object does this kleenex box contain?	There is hidden treasure here and Lori sets out to discover it.
Slide #60 Ah, a bunch of keys!	Perhaps it is even more wonderful than she anticipated.
Slide #61 Only a ring of keys, but they take a lot of study	In any case, it bears close study and she needs plenty of time to savor her find.

AND SUCH A SETTING LOOKS RATHER LIKE THIS . . .

- *a place of busy-ness, each child 'doing his thing' --- creeping, walking, moving about, handling things, 'messing' in toy assortments, picking up, dumping out, taking from other children ...*

- *adults proffering toys of interest to encourage reaching or creeping, lending a hand for the practice of walking, demonstrating how things can be put together and taken apart ...*

- *adults putting out new toys or making new combinations of old toys to catch interest and arouse curiosity ...*

- *adults giving children time to try and fail and try again, to repeat and savor a new experience ...*

- *caregivers cheerfully picking up and sorting toys, ordering the playroom for the fifth or tenth time in one day ...*

BUT IF THIS PRINCIPLE OF QUALITY IS OVERLOOKED OR DISTORTED . . .

- *"Ah-Ah-Ah! Don't touch!"*

- *"The only time I can feel sure he's not getting into something is when he's asleep or in the playpen."*

- *"I was thrilled when she learned to walk but now I just can't stand it when she gets into everything and messes it all up."*

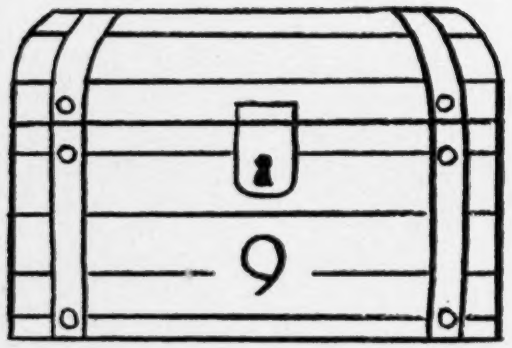
- *"I'm sick and tired of picking up scattered toys."*

- *"All that clumsy messing around to no purpose makes me nervous."*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A SITUATION THAT GIVES

THE BABY OR TODDLER

FREEDOM TO EXPLORE, TO

SATISFY CURIOSITY, TO

USE EMERGING SKILLS, TO

MASTER NEW SKILLS

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Slide #63
Susannah creeps toward a toy that interests her

Susannah at ten months is free to go where she wants to go and to find what she wants to play with.

Slide #64
Carol practices her new-found skill of walking

The skills of upright locomotion grow from practice; walking brings a whole new world within reach, a world that takes a lot of exploring.

Slide #65
Two toddlers study the properties of a rainbow

Everything is grist to the toddler's mill; a rainbow on the floor repays intensive study.

Slide #66
Andy clears the shelves of toys

Every toddler finds his greatest challenge in clearing the shelves of toys, in the instant "messes" that he can produce a dozen times a day.

Slide #67
Cary and Jay and the camera

What is that interesting object? Can it possibly be ok to touch it? Cary's curiosity is caught and held.

Slide #68
Susannah shows interest in younger babies

Susannah is not yet two years old but she is no longer a self-centered baby: her interest focuses on what other children are doing.

Slide #69
Susannah carries toys to David

Some true social skills are beginning to emerge; she carries toys to a younger baby ...

Slide #70
She watches him play with toys she has provided

... and takes a quiet pleasure in David's play with what she has provided for him.

AND IT LOOKS LIKE THIS . . .

- *babies playing contentedly off in a corner by themselves ...*
- *babies given time to play quietly in their cribs after waking or before falling asleep ...*
- *babies and toddlers permitted to watch what is going on, allowed to contemplate dreamily, to "think about their thoughts" ...*
- *children seem contented to be alone and quiet, to choose their own source of stimulation ...*

AND IF TIME ALONE IS NOT PROVIDED . . .

- *the toddler learns to feel uneasy unless he is "entertained" ...*
- *the baby depends on someone else to show him what to look for, how the toy works ...*
- *the baby becomes "keyed-up", over-excited, over-dependent on people around him ...*
- *the child fails to develop a satisfying "inner life", inner strengths and resources ...*

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QUALITY

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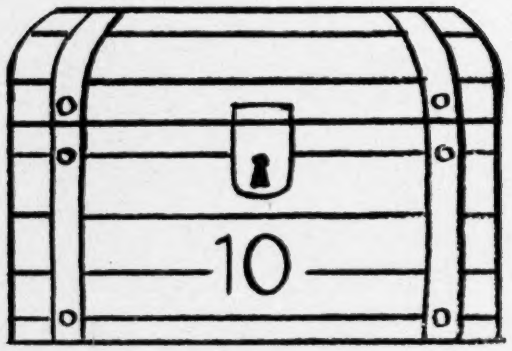


DAYS THAT PROVIDE

FOR SOME TIME ALONE

AND FOR

"MOMENTS OF PEACE"

Slide #72
Reggie plays quietly in his crib

Reggie has been fed and put to bed for his morning nap; he is entirely content to play quietly in his crib.

Slide #73
Reggie sleeps

He falls asleep quickly after this quiet time alone.

Slide #74
Spencer quietly studies the wall decorations

Spencer chooses his own source of stimulation; he is left in his crib for some "moments of peace" after waking from his nap and he uses this time to study the wall decorations above his bed.

AND IT MIGHT LOOK LIKE THIS . . .

- *adults who are not hesitant about saying, "No-No" and "I can't let you do that" and "You musn't do that -- it hurts."*
- *adults who understand that it's sometimes hard to wait but sometimes necessary also, that a child does not need to have everything he wants at the very minute he wants it ...*
- *adults who know that life is not all ease, not all wishes-come-true, but who realize that in babyhood and toddlerhood it is best to learn this fact through gentle, gradual teaching ...*
- *adults who understand that some of the hardest things children have to learn (toilet training, waiting turns, try-and-try-again) are the things that eventually bring satisfaction and a sense of achievement ...*

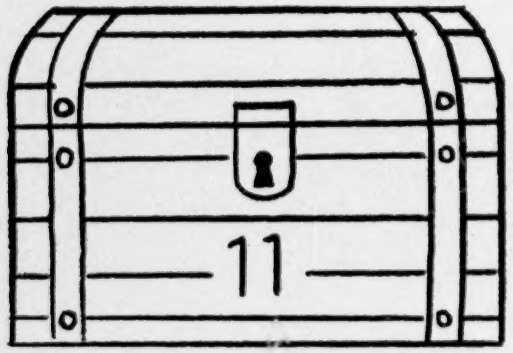
AND A LIFE THAT LACKS THIS QUALITY . . .

- *may be one that imposes too many restrictions, that surrounds the child with a constant barrage of "No-No!" and "Stop it!" and "That'll make a mess!"*
- *may be one that attempts never to 'frustrate' the baby so that 'anything goes' ...*
- *may give the young child the feeling that no one is on his side, that there's no one to give support "when the going gets rough" ...*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A LIFE THAT SETS LIMITS

AND BOUNDARIES AND THAT

OFFERS THE CHILD HELP AND

SUPPORT IN COPING WITH

FRUSTRATING EXPERIENCES

Slide #76
Missie parts from her mother

The necessity to part from persons we are fond of is a frustration that recurs throughout life; Missie and her mother both are helped by adults who understand that this can be a difficult experience.

Slide #77
David hangs onto the toy he wants

A limitation that one discovers early in life is that there are rarely enough toys to go around -- especially the ones made enormously attractive by another child's possession and use.

Slide #78
David and Lori compete for possession

Sharing is too difficult for the young toddler who has only begun to learn the true meaning of "it's mine!"

Slide #79
Each child now has a toy

The ability to share grows out of feelings of good will and benevolence engendered by kind adults who act to ease frustrations; here the caregiver has provided each child with a similar toy -- and life again can be lived with a feeling of trust and satisfaction.

Slide #80
Heather cooperates in toilet training

Heather is beginning to get the idea of what is expected in toilet training; she cooperates with her loved caregiver and emulates an older child she admires; soon she will experience not frustration and unwelcome demands but one of the great achievements of toddlerhood.

SURROUNDINGS THAT ARE CHAOTIC MAKE A CHILD FEEL . . .

- *pushed around, helpless before the adult's whim, iron purpose, superior strength, unpredictability ...*
- *incompetent to anticipate what happens next ...*
- *puzzled and confused, unsure what is expected of him ...*

SURROUNDINGS THAT ARE BLAND AND COLORLESS MAKE CHILD FEEL . . .

- *bored, unchallenged ...*
- *why make the effort ...*
- *that no one cares enough to make interesting things happen ...*

SURROUNDINGS THAT ARE HARSH AND DISPARAGING MAKE A CHILD FEEL . . .

- *unloved, unappreciated, incompetent ...*
- *afraid to try out his abilities ...*
- *fearful of ridicule when venturing into new situations ...*
- *self-conscious, afraid of failure, of doing something wrong or silly ...*
- *confused about how to meet the adult's expectations ...*
- *angry, feel like fighting back at the harshness ...*

continued . . .

TO THE CHILD, CONSISTENCY AND ACTION AND ENCOURAGEMENT MEAN . . .

- *a friendly, benevolent world to make one's way in ...*
- *a world peopled with predictable, helping grown-ups ...*
- *an interesting world, worth exploring and learning more about as one day follows another ...*
- *you find caregivers who will encourage you to try again ...*
- *there are adults you can lean on when you need to ...*
- *there are people who show delight in your actions and who notice your new accomplishments and make you feel good and powerful ...*
- *that in the surroundings there is always something bright, moving, to catch the eye; and there are intriguing sounds to arouse interest; many things repay fascinated study ...*

IN THE SEARCH FOR

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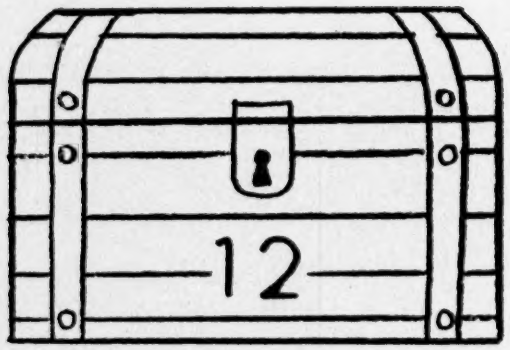


A BALANCE OF PROPERTIES

IN THE SURROUNDING

ATMOSPHERE TO ACHIEVE:

- MORE ORDER AND CONSISTENCY THAN CHAOS
- MORE COLOR AND ACTION THAN BLANDNESS
- MORE ENCOURAGEMENT AND PRAISE THAN SCOLDING AND CRITICISM

Slide #82 Orderly playroom ready for children's arrival	Orderly surroundings allow both children and adults to know where to find the things they want; the day can start serenely, not in chaos.
Slide #83 Stephanie wakens from nap	Predictable schedules, predictable people mean that Stephanie knows what to expect when she wakens from her nap.
Slide #84 Allison knows lunch is coming	Allison is in command of her world; when she is placed in her feeding chair she knows lunch is coming --- and she brings it with one imperious gesture.
Slide #85 Dara plays on the floor for a change of scene	No need to spend all day in the crib even if you are only 2 1/2 months old; Dara can enjoy a change of scene and a new view of her world.
Slide #86 Lewis Richard takes his first step	Lewis Richard is so intrigued by what is hidden under that cloth that he does not realize he has taken his first step; his caregiver is more gratified than he is.
Slide #87 Freedom out-of -doors: Another change of scene	Freedom to move about and encouragement explore out-of-doors give toddlers another welcome change of scene and a chance to try out other abilities.
Slide #88 Amiss appropriates <u>all</u> the toys	Amiss has been encouraged to stand up for himself, and his caregiver knows that for him this 'hogging' of all the toys is evidence of growth and successful learning.
Slide #89 Cheri gives the doll a bottle	A friendly, benevolent world to live in --- this has been Cheri's experience and it is reflected in her gentle mothering of the doll.
Slide #90 The doll is fed with loving concern	Cheri plays out what she herself has experienced -- caregiving that makes you feel good about yourself and others.

IT "FEELS" SOMETHING LIKE THIS . . .

- *all babies are not treated alike, and different babies are enjoyed and appreciated for different reasons ...*
- *pretty or plain, jet-propelled or dreamy, stoical or passionate, each little person is seen as having character, each is appealing in different ways to his or her caregiver ...*
- *caregivers show interest in different children in different ways, in how they smile at one child, touch another, speak to and speak about them ...*

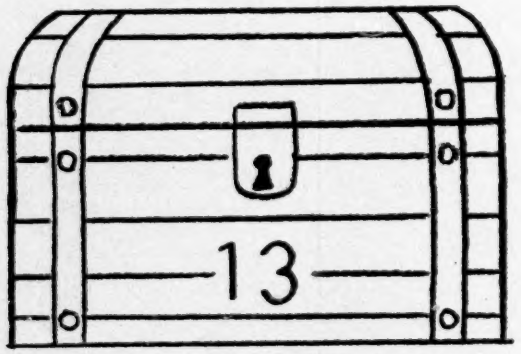
AND IF THIS ESSENTIAL IS SLIGHTED, THE PARENT OR VISITOR MAY NOTE . . .

- *the caregiver doesn't know the babies' names, doesn't use their names in speaking or relating to them ...*
- *the caregiver appears unaware of one baby's dislikes or another's special preferences for food, body position, mode of comfort, hesitation to try a new experience ...*
- *the adult's attitude seems to be: "When you've seen as many babies as I have, you know they're all more or less alike" ...*

IN THE SEARCH FOR

QUALITY

LOOK FOR . . .



A PROGRAM WHERE THE

ADULTS SHOW RESPECT

FOR THE INDIVIDUALITY

OF EACH CHILD AND

COMMUNICATE TO HIM A

SENSE OF WORTH, A SENSE

OF BEING A PERSON, OF

HAVING A SPECIAL PLACE

IN HIS WORLD

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Slide #92 Susannah and Eric examine a toy	Just because two babies are the same age and can do many of the same things does not mean they are alike; their caregiver sees these 10-month -olds as distinct persons, quite different from one another.
Slide #93 Carol develops skill in walking	Carol's caregiver encourages her first steps, and Carol basks in the adult's pride in this newest achievement.
Slide #94 Jay dreams over lunch	Some children are deliberate and dreamy, some are jet-propelled, but the caregiver likes them different, is glad they are not all alike.
Slide #95 Lewis Richard creeps toward a toy	Lewis Richard is the jet-propelled type: he can crawl so fast that he often overshoots the mark or crashes into it.
Slide #96 Lillian has her hair brushed after nap	Lillian's caregiver has time for her; they both enjoy the late-day moments when it is time to brush her curls and watch for her mother to come.
Slide #97 Lillian is admired by her caregiver	Lillian, at 10 months, is already gaining a sense of what a pretty little girl she is.
Slide #98 Lisa sees herself in the mirror	The adult's interest in Lisa helps her to become aware of her own individuality, her own separate identity as an enchanting person.
Slide #99 Portrait of Cary	Cary has a sense of being a very special person; the adults she has known have communicated to her their liking and respect, their view of her as a little person of ability and great worth.

IF YOU ARE INTERESTED IN ADDITIONAL MATERIAL ABOUT INFANT-TODDLER CARE

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How to Obtain

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Script and slides produced by: *The Infant Care Project*
Institute for Child & FAmily Development
The University of North Carolina
Greensboro, North Carolina *27412*

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